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News Summary

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Charles Tilly, a sociologist at the New School for Social Research, encourages social scientists and historians to use each other's methods. Story on Page 4.

College officials are concerned that Vermont and its senior Senator will skew federal higher-education policy in the 90's. Story on Page 11.

A Supreme Court ruling will force changes in the executive order that requires college affirmative-action programs, says a Justice Department official. The Labor Department disagrees. Story on Page 10.

With liability insurance due to expire next month, many colleges are facing sky-high renewal premiums—if they can get coverage at all. Story on Page 20.

City University of New York is considering ways to help its 3,000 homeless students. Story on Page 24.

Students parry and thrust under the eye of theater professionals as they work for a master of fine arts in acting at the University of Alabama. Story on Page 25.

Memphis State University has been put on probation by the N.C.A.A. for violating rules on athletes' benefits. Story on Page 27.

Radio and television outdistance computers as the technology of choice at universities in other countries, say foreign academics. Story on Page 31.

In a break with tradition, Britain's University Grants Committee will use a new ranking of the nation's universities to calculate the amount of government money each will receive. Story on Page 32.

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Arts Scholars Fear State Aid Is Tilting Toward Scientists

Policies, often unwritten, seen restricting development funds

By SCOTT JASCHIK

Some scholars in the arts and humanities believe that their states' enthusiastic support of economic-development projects at colleges and universities has come at their expense.

Faculty members in science, engineering, and business have been the major beneficiaries of the millions of dollars that states have funneled into projects ranging from special endowed chairs for professors to new buildings and equipment to help scientists conduct research that will attract businesses to the state.

"There's no doubt about it: If it doesn't have to do with engineering or the sciences, it's going to be difficult for people to get new state funds," says Larry L. Leslie, director of the University of Arizona's Center for the Study of Higher Education.

Hard to Document

Mr. Leslie and other observers acknowledge that documenting that perception is difficult, if not impossible, because they cannot prove how the money would have been used if it had not been appropriated for economic-development projects.

In addition, many of the scholars worry about unwritten policies favoring certain fields. Many programs do not specify that all of the funds be used for economic development, Mr. Leslie says, but "the word gets out" that administrators and state legislators want the money used that way.

Some leaders in government and business acknowledge that a shift in support has taken place in recent years, with more and more funds allocated to the sciences. However, they say the increased support, particularly from business, will eventually help all academic fields.

Retired Adm. Bobby Ray Inman, presi-

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BOARD MAY 'BUY OUT' CONTRACT

Feud Between President and Regents Debilitates University of New Mexico

By LIZ McMILLEN

ALBUQUERQUE, N.M.

For the last six months, the University of New Mexico has had two separate identities.

The first is that of a growing university, one that has prided itself on attracting top professors and building solid academic programs, and where the number of students has doubled in the past decade.

The other is that of a campus consumed by a series of public battles between its president and Board of Regents. The animosity has created deep rifts between the administration and the faculty and has threatened the university's stability.

Some people blame the board for the conflict, saying the regents have meddled in campus affairs. Last month 750 professors voted "no confidence" in the board.

Others point to the leadership style of the president, Tom J. Farer. His critics charge that he is an arrogant and inexperienced administrator who demands utmost loyalty from staff members and threatens them with loss of their jobs if they challenge him.

Words have flown furiously on this adobe campus, where professors and students work in the shadow of the snow-capped Sandia Mountains.

The president has lashed out at the regents for what he called their "culture of cronyism," and he has contended

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U. OF NEW MEXICO

President Tom J. Farer, who plans to leave July 1, says the regents treated him like "a butler who might someday steal the silver."

JOHN C. PHILLIPS

Former Gov. Jerry Apodaca, regents' president, says, "It's as complicated as what ends a marriage. This relationship just didn't work out."

Shhhh: Don't Spend the Money Yet, but Education Is Faring Well in Congress

By STACY E. PALMER

WASHINGTON

This wasn't supposed to be a very good year for persuading the federal government to spend more on education. With the strict fiscal discipline required by the Gramm-Rudman-Hollings deficit-reduction law, some cuts seemed inevitable.

Thus far, however, it hasn't turned out that way.

In the spending blueprints passed by both the House of Representatives and the Senate, the Education Department's budget would actually be increased—by about $2-billion. Only one major student-aid program, Guaranteed Student Loans, would be trimmed at all.

The House plan would give education enough money to compensate for the effects of inflation and the first round of budget cuts made under the deficit-reduction law in March—and allow $500-million to be spent on several new programs. The Senate's plan is similar, although it does not call for any new programs.

Why? Everyone Has a Theory

It's impossible to say precisely why education has fared so well thus far. Almost everyone in Washington has a different theory. And education officials are cautious about declaring victory yet; the Congressional budget process involves many complicated steps. There are more battles to be won before any money actually begins to flow to the campuses.

Much of the Congressional interest in adding to the federal education budget appears to stem from growing worries about whether America is doing enough to make sure its citizenry is prepared to deal with future economic, social, and technological changes.

" 'Investment' and 'growth' are the big buzz words around here," says one Senate aide. "Education is a big part of that."

The main fear is that poor education is contributing to the trouble that American companies are having in competing with their foreign counterparts. Most of the money added by the House would specifically address that worry.

Such concerns were particularly obvious during the Senate's budget debate, when proposals to make huge increases in spending on science education were greet-

Continued on Page 14, Column 1

ing to a policy statement approved by the directors of the American Association of Community and Junior Colleges.

The association recommended that colleges require minimums of 12 semester hours in the humanities for the associate-in-arts degree, 9 semester hours for the associate-in-science degree, and 6 semester hours for the associate-in-applied-science degree.

While supporting humanities study in the past, the association had never prescribed minimums, an A.A.C.J.C. spokesman said.

Marygrove, U. of Michigan Plan Joint Degree Effort

The University of Michigan and Marygrove College have unveiled a joint degree program designed to help the university attract more minority-group students and to help Marygrove appeal to a wider range of applicants.

Under the program, students will attend Marygrove for the first three years of their college careers and be guaranteed a chance to transfer to the university for two or more years of study in one of five professional programs. Upon completion, they will receive a bachelor-of-arts degree from Marygrove and a professional degree from the university.

Most of the program's participants are expected to be members of minority groups, who make up 70 per cent of the enrollment at Marygrove.

Business Schools Honor Carnegie Mellon's Cyert

Richard M. Cyert, president of Carnegie Mellon University, has received the Dow Jones Award for his contributions to management education. It was presented at the annual meeting of the American Assembly of Collegiate Schools of Business.

In addition to the Dow Jones Award, which carries a $10,000 grant for student financial aid at the recipient's institution, three other awards were presented:

► Julia A. Harding, a faculty member at the University of Massachusetts at Amherst, received the $10,000 Exxon Award to develop a course in understanding the human dimensions of business problems.

► Terri A. Scandura, a doctoral student in organizational behavior at the University of Cincinnati, received $7,200 to complete her dissertation.

► Jerome S. Osteryoung, a professor of finance at Florida State University, received the Mee Professorship to assist the business school at Dalhousie University in integrating computer use into finance courses.

Corrections

► A list of institutions that have sold their investments in companies that do business in South Africa (*The Chronicle*, May 14) should have included the College of the Atlantic, which divested completely in August 1985. The action involved stocks worth about $250,000.

► The Weizmann Institute of Science (*The Chronicle*, May 28) is located in Rehovot, Israel.

Writers Celebrate 50th Anniversary of 'Bloomsbury of the Prairie'

By SCOTT HELLER

IOWA CITY

Raymond Carver is back, hulking and uneasy in the glory of *Cathedral* and *What We Talk About When We Talk About Love*. Hardback copies in hand, reverent students approach him for signatures. Here at the Iowa Writers' Workshop, where he studied and wrote and eventually taught, Mr. Carver is a hero.

T. Coraghessan Boyle is back, too, in a bad-boy leather jacket and fire-engine-red deck shoes. With *Greasy Lake and Other Stories* just out and his third novel on the way, Mr. Boyle is another hero—young, hip, and well-published.

Phil Meyer, class of 1973, is back as well. He has never been published. His first novel, *Cruising for Burgers*, was never bought. He renamed it *Leftover Heroes*, but still no luck. Several years out of the program, he gave up writing and went to law school. Now he teaches at New York University.

Phil Meyer is happy. He's writing again, a novel about a Vietnam veteran turned lawyer. And for the first time in 13 years—since those agonizing sessions in front of his workshop classmates—he is reading his own work to someone besides his wife.

Workmen loudly wax the floor outside as he begins.

It reminded me of the narrow-focus coldness I had felt occasionally in Vietnam. But there were invisible presences carried down on the spirits of those long ago winds. . . .

Is it good? Is it bad? Will it sell?

It doesn't matter, Mr. Meyer said. "This juices my batteries. It gives me joy to be here. I feel like I'm part of the community."

▪

On Memorial Day weekend, that community included some 450 graduates and friends of the writers' workshop, back to celebrate the 50th anniversary of the program that awarded the first graduate degrees in creative writing.

Among the Pulitzer Prize winners and rising stars, there were many like Phil Meyer—workshop graduates who went on to other things, who stopped writing or still write a little, who aren't on the best-seller lists but are still thankful for their moment and their friends.

Like Mr. Meyer, several chose to present their work at a marathon reading on Friday night. They were joined by current students, many of them poets, poised between the insular comfort of their community and the realities soon to come.

"The people who read are rarely heard—they're not going to be paid by a university to come," said Robin Reagler, a 1986 graduate. "It was kind of scary and kind of sad. For them I got the sense that poetry isn't a saving force—that it's disintegrated for them, in a way."

PHOTOGRAPHS BY CAROLE PATTERSON

Bob Shacochis, a Writers' Workshop alumnus who now teaches there, talks with Jean Heilprin, a new graduate of the program.

Then there were those who didn't come at all, and their presence was felt, too.

"A lot of people stayed away because they didn't feel they were successful enough," said Allan Gurganus, a 1975 graduate and professor of English at Sarah Lawrence College. "That's horrible, because anyone who has continued writing is really a hero."

▪

"When I took over," Paul Engle told a crowd of well-wishers, "there were eight students here—none of them talented, some of them actively untalented."

Offering the master of fine arts in creative writing was still controversial in 1941, when Mr. Engle became workshop director.

"The dogs followed, barking, 'You can't make a writer,' " he recalled.

For 25 years Mr. Engle hustled and raised funds to build the workshop into America's most celebrated training ground for creative writers. "He recruited students with the vigor of a coach recruiting football players," said Galway Kinnell, the poet who taught here in 1971.

Graduates include Gail Godwin, Donald Justice, Philip Levine, Flannery O'Connor, Wallace Stegner, and Mark Strand.

Teaching them were luminaries like Nelson Algren, Vance Bourjaily, John Cheever, John Irving, Philip Roth, and Kurt Vonnegut.

The formula is simple—small classes led by top-notch working writers, with visiting authors to read and chat with students.

Now, 50 years later, the workshop receives 10 applications for each of the 25 spots in both its fiction and poetry sections.

In 1975 *Esquire* called Iowa "the country's most successful literary community." Appreciative alumni and teachers here had other names: Talent camp. Boot camp. Spring training for writers.

Bloomsbury of the Prairie.

▪

No matter their subsequent triumphs, graduates recalled with similar dismay what it was like to listen to fellow students dissect their work in class.

Mr. Boyle had already published when he arrived, confident, in 1972. Still, he said, "No one wants to have a story critiqued. You want people to fall down with the magnificence of the piece."

Often ego would interfere and criticism would get nasty, he said.

John Mort remembered the time he got into a fierce fight with John Leggett, the current workshop director, over criticism of his novel-in-progress.

"Finally I jumped up and ran out of the class," said Mr. Mort, a librarian at Southwest Missouri State University. "He chased me down the steps. But I ran out and wasn't going to listen to any soothing words. I got into my Studebaker, he got into his Mercedes, and we had a drag race down the hill."

Sensitivities haven't changed in the 1980's.

The criticism "is not as vicious as people say it is," said Ms. Reagler. "When it's your poem, though, you don't have to hear more than one negative comment to feel you've been trashed."

▪

Students here are well aware that a writer's dreams can come true. Thus Iowa has been called commercial, a school that tailors its writers to literary fashion.

"It's like Hollywood, with people wearing their tight sweaters waiting to be discovered," said Jesse Lee Kercheval, a 1986 graduate. "Yet it rarely ever happens."

Still, they hope. And each year, eager publishers elevate one or two workshop writers into celebrity.

Mr. Gurganus remembers his moment of glory. He arrived in 1974, buoyed by the superstitious coincidence that Flannery O'Connor had handed in her thesis the day he was born—June 11, 1947.

A week into the workshop, John Cheever, his teacher, sold a story of his to *The New Yorker* for $5,000.

"The editor called and said 'We just bought your story.' I thought it was friends, and I said, 'Right. I'm Helen Hayes.' "

Ironically, the magazine has never published anything of his since that story. But with an advance from Knopf for a forthcoming novel, his fortunes are looking up.

For other returning graduates, the chance for discovery was still there—if not to be plucked out of youthful obscurity, then certainly to be noticed, to be hired, to be read. They handed out their chapbooks, their mimeographed literary quarterlies, their cards.

"You may not have learned a blessed thing here," said Mr. Mort, who circulated *Uncle* ("the magazine for those who have given up"), "but the people you were with are so good that they eventually help."

▪

As graduates remember it, workshop learning didn't end when class ended. It continued (some say began) in bars, in readings, at parties.

This community of storytellers has its own tales to tell. Some were published in a book given out here; others were relayed from graduate to graduate.

Dylan Thomas, the story goes, arrived stone drunk for his reading. Some faculty members wanted him sobered up, but Robert Lowell said No, hoping the Welsh poet would scandalize Iowa City. He did.

J. P. Donleavy, the story goes, was so rude that John Cheever and John Irving skipped his reading.

John Irving, the story goes, named one of the main characters in *The World According to Garp* after Jenny Fields, a student in the workshop. She was upset, but he didn't change the name.

Because the story of Iowa is larger than any one writer, each graduate, no matter his ostensible success, has a part in telling it.

"We were entranced with each other," Mr. Gurganus said of his comrades from the 1970's. "We were our news. We ate truck-stop breakfasts late at night, we took certain drugs, we fell in love with each other and out again and ended up with broken hearts.

"But my God," he added, "what subject matter."

T. Coraghessan Boyle (left), a former student at Iowa, and Paul Engle, a former workshop director, speak at the celebration.